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ABSTRACT

The purpose of this study was to measure how learning disabled (LD) children perceive reading and libraries. No similar studies were found during the literature search undertaken for this project. Twenty-three fourth and fifth grade students identified as learning disabled by their school system were interviewed to collect information on their attitudes toward libraries and reading. The children answered questions about the kinds of library programs they participated in, the kinds of materials checked out, family reading habits, types of reading material they enjoyed, and their perceptions of their own reading abilities. Some questions were presented in a multiple choice format; others were open ended. Data were tabulated according to groups--boys, girls, LD classroom students, and students receiving tutoring. The study found that most of the students had very positive attitudes toward the public library, although only about one third of them said they go the library on a regular basis. The girls had higher average reading attitude scores and library attitude scores than the boys. The girls were read to more often than the boys and attended more library programs. The children who did not think that they read as well as their peers did not enjoy reading less. Children with higher reading attitude scores were also more likely to have parents who were both frequent readers. Eight data display tables, a sample parent letter and questionnaire, a checklist of learning disability warning signs, and a list of what children like and dislike about the public library are appended. (Contains 33 references.) (KRN)

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LEARNING DISABLED CHILDREN'S ATTITUDES TOWARD READING AND LIBRARIES

A Master's Research Paper submitted to the
Kent State University School of Library Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Vicki Richards

November, 1991

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ABSTRACT

The purpose of this study was to measure how learning disabled (LD) children perceive reading and libraries. No similar studies were found during the literature search undertaken for this project.

Personal interviews were conducted with fourth and fifth grade LD children in a middle-class suburban community. The children's responses were analyzed with descriptive statistics. Comparisons were made between the responses of girls and boys, as well as between those of students in the LD class and those receiving tutoring.

The study found that most of the students had very positive attitudes toward the public library, although only about one-third of them said they go to the library on a regular basis. The girls had higher average reading attitude scores and library attitude scores than the boys. The girls were read to more often before they started school than the boys were and attended more library programs.

Contrary to accepted belief, the children who did not think that they read as well as their peers did not enjoy reading less. However, children with higher reading attitude scores believed that they read more and that they enjoyed reading more than their peers. Children with higher reading attitude scores were also more likely to have parents who are both frequent readers.

Master's Research Paper by

Vicki Richards

B.S., Bowling Green State University, 1978

M.L.S., Kent State University, 1991

Approved by

Adviser Barbara Brodie Date 11/14/91

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INTRODUCTION

Learning disabilities affect a large number of people in our society. The exact number is unknown, but various sources estimate that from two percent to thirty percent of the population is learning disabled to some degree, with the most common figure cited as approximately ten percent. Until the recent past learning disabilities were not recognized as separate, distinct handicaps. People with learning disabilities were thought to have any number of different problems, including mental retardation and emotional disturbance. Now that it has been established that learning disabilities exist, an effort must be made to increase knowledge, in order to help those persons affected reach their full potential.

This study was designed to add to the existing knowledge about learning disabilities by addressing the question: how do LD children perceive reading and libraries? The objective of the study was to measure these attitudes, with the long-term goal being improved library services and materials for LD children. This study did not attempt to change attitudes or solve the problems discussed. Its purpose was only to measure the attitudes of LD children toward reading and libraries. For the purposes of this study LD children were defined as those children who have been identified as such by their school system, and are deemed sufficiently handicapped to be entitled to special services.

In order to understand why a study of LD children is important, it is necessary to understand learning disabilities and their effects. Many definitions for learning disabilities have been formulated since the term was first defined in 1962. The definition written in 1988, by the National Joint Committee on Learning Disabilities (NJCLD) is the best one, according to Donald A. Hammill, who compared several definitions currently being used.[1] The NJCLD, which is made up of representatives of eight national organizations that are concerned with learning disabilities, defines learning disabilities as follows:

> "Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not a result of these conditions or influences.[2]

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[1]Donald D. Hammill, "On Defining Learning Disabilities: An Emerging Consensus, Journal of Learning Disabilities (February 1990): 82.

[2]Ibid, p. 77.

A common description of a learning disability is a "discrepancy between expected and actual achievement."[3] These children have average or above average intelligence, but can not seem to achieve their potential. They experience "difficulty in acquiring, retrieving, storing, processing, using, or expressing information."[4] Their school performance is erratic. Sometimes they may be able to read fairly well, while at other times they may be unable to read at all.[5] Because of the nature of their disability, LD children are often mistakenly labeled as stupid, stubborn, lazy, or emotionally disturbed, and their misinterpretation of social situations often makes them outcasts among their peers. (See Appendix C for a list of signs of learning disabilities.)

These deficiencies can cause serious problems for LD children. Many of them have experienced a great deal of failure in school, especially with reading. In fact, learning disabilities are often identified because of reading problems[6]. Because of these difficulties many LD children try to avoid reading as much as possible. Since those who become

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[3]Kieth C. Wright, Library and Information Services for Handicapped Individuals (Littleton, CO: Libraries Unlimited, Inc., 1979), 86.

[4]Melinda Blau, "Learning the Hard Way: How to Help Children Triumph Over Learning Disabilities," New York (September 26, 1988): 76.

[5]Linda Lucas, The Disabled Child in The Library (Littleton, CO: Libraries Unlimited, Inc., 1983), 95.

[6]Wright, Library and Information Services for Handicapped Individuals, 86.

successful readers are those who practice reading[7] the implications of this are obvious. If LD children avoid reading they will not improve, reinforcing their belief that they can not read.

Finding solutions to these problems is very important for the future of LD children, and for that of society as a whole. "A 1976 study showed that 50% of all illiterate prisoners in the U.S. were LD as were 30% of all juvenile offenders...the implications for intervention become even more evident when it is learned that 60% of all juvenile offenders placed in LD educational programs never again broke the law[8]. Another study found that 36% of incarcerated juveniles had a learning disability, and that LD juveniles were more than twice as likely as their non-disabled peers to commit a juvenile offense.[9] "Individuals with a learning disability seem to be more likely than non-learning-disabled individuals to display several of the language, social perception, and social relationship difficulties that have been found to contribute to the development of anti-social behavior."[10]

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[7]Barbara A. Bliss, "Help for Unsuccessful Readers: Recorded Reading Program Gives Pleasure and Success," Wisconsin Library Bulletin (March-April 1979): 79.

[8]Judith Rovenger, "Learning Differences/Library Directions: Library Service to Children with Learning Differences," Library Trends (Winter 1987): 433.

[9]Norman Brier, "The Relationship Between Learning Disability and Delinquency: A Review and Reappraisal," Journal of Learning Disabilities (November 1989): 546.

[10]Ibid, p. 551.

The problem of adult illiteracy also has many of its roots in learning disabilities. In a 1967, speech Harold Howe II, the head of the U.S. Office of Education, stated "...that handicapped adults were once handicapped children and that the early years -- not the teens or the twenties -- are the years to identify and treat handicaps."[11]

Despite the alarming statistics about the consequences of unremediated learning disabilities, there is relatively little material about LD children in the library literature. Significantly more attention is given to other handicaps that affect a much smaller percentage of the population.

It seems that much needs to be done to educate librarians about the learning disabled. A very telling point was made in an article in the November 1980, issue of American Libraries: "To most of us (librarians), reading came easily; we found it pleasurable, so it is hard for us to empathize with poor readers."[12] This is an excellent reason why the thoughts and feelings of LD children should be studied by librarians interested in serving this population. To work effectively with them, librarians need to understand their attitudes.

Libraries have unique attributes that suit them to the task of bringing LD children into the literate population.

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[11]Milton Brutten, Ph.D., Sylvia O. Richardson, M.D. and Charles Mangel, Something's Wrong With My Child: A Parents' Book about Children with Learning Disabilities (New York: Harcourt Brace Jovanovich, Inc., 1973), 208.

[12]Svea Gold, "Physical Reading Disabilities: What Libraries Need to Know," American Libraries (November 1980): 616.

They contain a wide variety of materials covering many topics and levels of difficulty.[13] A good match between library materials and LD children can lead to successful reading experiences, which in turn can develop positive self-concepts and positive attitudes about reading, as well as providing reinforcement of skills.[14] "Libraries are ideal places for children to discover themselves as individuals since library services make individual decision-making and self-exploration possible."[15] "The library, with its non-judgmental, non-grade-giving atmosphere and its philosophy of service to individuals makes it a natural place to help children with learning differences."[16]

Librarians have the potential to play a major role in the delivery of appropriate services to LD children. One author states that librarians have the skills needed to work with LD children, citing librarians' comprehensive knowledge of reading materials and the process of reading. This author feels that librarians are equipped to assist these children in their selection of appropriate materials.[17]

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[13]Dianne L. Monson and DayAnn K. McClenathan, eds., Developing Active Readers: Ideas for Parents, Teachers, and Librarians (Newark, DE: International Reading Association, 1979), 36.

[14]Ibid, p. 40.

[15]Lucas, The Disabled Child in the Library, 33.

[16]Judith Rovenger, "Library Service to Children with Learning Disabilities," The Bookmark (Fall 1984): 27.

[17]Mary M. Banbury, "Remediation and Reinforcement: Books for Children with Visual Perceptual Impairments," Top of the News (Fall 1980): 42.

Unfortunately, this optimistic outlook does not always coincide with reality. As was stated by another author after conducting a special story hour program for LD children, "librarians are not trained to deal with this group, and many found the thought unsettling because they didn't know what to expect. We found that there was a great deal of misunderstanding over what was meant by learning disabilities."[18] A 1990, article in the Journal for Education for Library and Information Science stressed the importance of educating librarians about disabilities and teaching them how to deliver quality library services to the disabled. "American library school students will soon be out in the field serving everyone ... And everyone includes people with disabilities, who need librarians who understand their concerns."[19]

Because of their rich resources, libraries should be in the forefront of the movement to serve the learning disabled. Despite the strong connection between the facilities and capabilities of libraries and the needs of LD children, research is needed to form beneficial relationships between the two. Librarians "must accept the youngster as 'a child with a problem' rather than as a 'problem child'."[20] A school

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[18]John Walter and Sarah Long, "Story Hours for Children with Learning Disabilities," Top of the News (Summer 1979): 387.

[19]Julie Klauber, "The Visible College," Journal for Education for Library and Information Science (Fall 1990): 156.

[20]Svea Gold, "Physical Reading Disabilities: What Librarians Need to Know," American Libraries (November 1980): 618.

librarian who has developed a library for LD children said it well: "Don't give up on your less able readers ... Make the library available to all your children and ... your efforts will be greatly rewarded.[21]

[21]Gill Sawyer, "Sitting on the Bean Bags: Developing a Library for Children With Learning Difficulties," School Librarian (May 1989): 47.

LITERATURE REVIEW

The literature search undertaken for this study found no studies of the type proposed here. However, a study of non-disabled children covering some of the issues dealt with in this paper was found. The study was used as a guide in developing some of the questions for this project.[22]

Relatively little research has been done in the young and growing field of learning disabilities. A 1983, article in The Education Digest stated that the learning disabilities field is in its early adolescence, and urged increased quality research.[23] This position seems to be supported by the shortage of published research on the important topic of reading and learning disabilities.

In addition to the lack of attitude studies, there have been very few studies of library materials or services as they relate to the learning disabled. Most of the journal articles found during the literature search described projects within an individual library or system, with no scientific method used.

A scientific study that was found in the literature was a picture book study conducted by Jed P. Luchow. He surveyed

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[22]Carolyn Williams, A Study of the Reading Interests, Habits, and Attitudes of Third, Fourth, and Fifth Graders: A Class Action Research Project. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR: 8-10 November 1989): ERIC ED 312 612.

[23]William M. Cruickshank, "Pressing Issues in the Field of Learning Disabilities," The Education Digest (November 1983): 56.

special class teachers, asking them to list the storybooks "enjoyed" and "not enjoyed" by LD children. Luchow then identified aspects of both the content and illustrations of the books listed. The major factor in the "enjoyed" books was unity, while the "not enjoyed" books were complex in their plots, illustrations and/or characters. The findings of the study support the idea that LD children, with their own poor organization, need organization and structure in the outside world.[24]

Another article about picture books recommended their use with older children. The author was able to encourage library use and reading by the "less fluent reader" by cleverly introducing picture books to nine to thirteen year olds. The author was very pleased with the results of her project and stated that "the key to fluent reading is, I believe, enjoyment."[25] This article shows how an inventive approach can help poor readers by encouraging them to practice a skill that has been difficult for them.

Yet another project, designed by a high school librarian, used a recorded reading program and achieved impressive results. The seventh through twelfth grade students were required to spend one hour per school day in a reading lab. They became more confident as they learned that their slow

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[24]Charlotte Shane, "Picture Storybooks for the Learning Disabled and Retarded Child," Public Libraries (Winter 1981): 110.

[25]Linda Sharp, "Library Books and Reluctant Readers," Reading (November 1988): 184.

reading was due to lack of practice, and their teachers reported better academic performance. Since the study was completed the school has developed screening tests to determine which students need recorded reading practice, and now uses the program with great success.[26]

The correlation between practice and reading skill is supported in a study of the relationship between that skill and the activities of students out of school. The results of a study of fifth grade students indicated that "reading books was the out-of-school activity that had the highest correlation with reading proficiency measures."[27] Libraries are ideal places to find books and to spend time reading. However, if LD children never enter the library, the library can not serve their needs. In order to draw them into the library, positive attitudes toward libraries are desirable.

Story hours for LD children have also been described in the literature. None of the programs found, however, measured attitudes or skill improvement. All relied on observation alone for determination of their results. One article reported on a program that was not entirely successful, but the author was enthusiastic and hopeful that more could be

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[26]Barbara A. Bliss, "Help for Unsuccessful Readers: Recorded Reading Program Gives Pleasure and Success," Wisconsin Library Bulletin (March-April 1979): 79-82.

[27]"Time Out of School," Phi Delta Kappan (January 1989): 409.

accomplished with better preparation of the librarians, and more effective ways of involving children in the program.[28]

A project cited in several sources took place in 1985. The Westchester Library System in New York State embarked on a project to investigate ways to improve library services to LD children. The branches used many different techniques, such as storytelling, creative writing on computers, and tape-recorded books, to serve LD children. The project found that "storytelling, read aloud sessions, and the sharing and enjoyment of literature" were most important, and that cooperation between the school and public libraries was very helpful. Again, although these results can give librarians ideas of ways to serve LD children, there was no scientific research in this project.[29]

A 1979, experiment demonstrated that LD children can become tutors in library skills, helping themselves and the younger students they teach, as well as developing positive attitudes toward library use.[30] The results of this study supported the conclusions of another author on the subject of library skills who described the experiences of a special education class in the library. The author stated that the

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[28]John Walter and Sarah Long, "Story Hours for Children with Learning Disabilities," Top of the News (Summer 1979): 388.

[29]Judith Rovenger, "School/Library Cooperation: Westchester Finds a Way," School Library Journal (May 1986): 33-36.

[30]Henry C. Dequin and Jane Smith, "Learning Disabled Students Can Be Tutors in Library Media Skills," Top of the News (Summer 1980): 352-357.

librarian "had been treating them like dummies, and they had responded as if they were dummies." However, with a special training program in library skills the students eventually became proficient in using the library. When they went on to high school the author stated that "as a specific group they used the library with more understanding and consistency than any of the other students in the school."[31]

In a 1989, article in Teaching Exceptional Children, teacher Carol J. Fuhler stated that "students with learning disabilities are likely to have three major problems: poor motivation, discouragement because of previous failure, and basic reading skill deficiency." She believes that "once they begin believing they have failed bacause they lack ability, they tend to lose hope for success in the future. They develop a pattern of academic hopelessness and eventually stop trying."[32]

In conclusion, the literature on the topic supports two general statements: first, for those students who have difficulty learning to read "aversion leads to avoidance and

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[31]Bonnie Mong, "Special Education Students Can Use the Library," Indiana Media Journal (Summer 1986): 10.

[32]Carol J. Fuhler, "Reading Magic," Teaching Exceptional Children (Summer 1989): 16.

[33]James L. Thomas and Ruth M. Loring, Motivating Children and Young Adults to Read (Phoenix: The Oryx Press, 1979), 75.

skill development slows down or ceases"[33]; and second, "how students feel about reading is as important as whether they are able to read, for, as is true for most abilities, the value of reading ability lies in its use rather than its possession."[34]

[34]Thomas H. Estes, "A Scale to Measure Attitudes Toward Reading," Journal of Reading (November 1971): 135.

METHODOLOGY

Personal interviews were conducted with the participants in this study. A written survey would have been the preferred method of obtaining this information from average children, because of the time-efficient nature of that method. However, LD children often have trouble with reading and writing, causing the possibility of difficulties in the administration of a survey. The children, perhaps misreading or misunderstanding a question, might have answered it inaccurately. Or the children could have mistakenly marked the wrong responses. Because of the possibility of the results being unintentionally affected by these factors, the personal interview, using a prepared questionnaire, was the method chosen for the study. A sample of the questionnaire is included in Appendix B.

For the purposes of this study LD children were defined as those children who have been identified as such by the school system, and are deemed sufficiently handicapped to be entitled to special services. These services differ according to the degree of difficulty the children are experiencing. Each handicapped child has an Individualized Education Plan (IEP), in which his or her specific needs are described and a plan is set forth for dealing with these needs. Those students with less severe disabilities usually remain in the regular classroom, but receive additional tutoring and/or other services. The children with more severe handicaps are placed in a separate class. Students in both the LD classroom

and those receiving tutoring were included in this study. It was hoped that comparisons could be made between the two groups, as the students receiving tutoring are presumably less affected by learning disabilities than those who are separated into a special classroom setting.

It was decided to interview all of the school's students in the selected grades in order to get the most accurate results. Because LD children have so many differing degrees and types of difficulties, a sample would be more likely to miss important answers. It was hoped that interviewing all the LD students in their respective grade levels would give information about the widest range of student attitudes. However, since learning disabilities vary so widely, there is no guarantee that every type and degree of learning disability was represented in the study.

Twenty-three students in an average middle class suburban school system were interviewed. This type of community was chosen in an attempt to rule out the possibility of children with problems other than learning disabilities (such as socio-economic disadvantage) skewing the results of the study. Nine of the participants in the study were tutored, and fourteen were in the LD classroom. The students interviewed were in the fourth and fifth grades. These ages were chosen because fourth and fifth grade students have had enough experience to answer questions that younger students may have had trouble understanding, and have more freedom of choice in their activities. Younger children are more likely to go to the

library and bring materials home because of their parents' decisions, rather than their own. Fourth and fifth graders are old enough to have made up their own minds on many issues, and to be articulate enough to express their feelings and thoughts.

Before the interviews took place the children took letters home to their parents. The letters, explaining the study and requesting permission for the children to participate, included a tear-off permission slip for parents to sign and return to the school. A second copy of the letter was sent home with students who did not initially return their slips. Twenty-three of the thirty-two students selected were permitted to participate in the study. A sample letter is included in Appendix A.

The interviews began with three unthreatening questions for the children to answer, in order to help them feel comfortable with the interviewer. These questions, dealing with what activities the children enjoy and what they want to be when they grow up, also provided some important information.

After the first three questions, the interviews were broken down into two basic categories: questions about libraries, and questions about reading. The first section covered the children's thoughts and feelings about libraries. Many of these questions were multiple-choice or dichotomous, to allow for ease of answering by the children. Some were open-ended questions, designed to draw out the maximum amount

of information. Many of the questions in this section were based on statements in the literature and questions in existing reading attitude assessment tests.

The second group of questions was designed to determine the students' attitudes about reading. It included questions about family reading habits and types of reading materials enjoyed by the children. This section also required the children to agree or disagree with statements about reading, which were primarily derived and adapted from two sources: a Reading Attitude Questionnaire in Reading Difficulties: Instruction and Assessment, and the Heathington Intermediate Scale. In the present study these questions were dichotomous to allow the students to quickly and easily indicate their feelings about reading. The Likert-type scale used in the original tests was thought to be too complex and confusing for students who were trying to answer the questions orally.

The final three questions, adapted from the Wisconsin Reading Attitude Inventory, required the children to compare themselves with others in their age group in terms of reading ability, enjoyment of reading, and amount of reading. These questions were included to determine how the students view themselves in comparison with their peers. This is an important component of attitude. "The self-other perceptions of children can be critical in their development of a reading

self-concept which may in turn affect their future reading performance."[35]

The quantitative data gleaned from this study was nominal, and descriptive statistics were used for analysis. The responses to the dichotomous and multiple-choice questions were tallied and arranged in tables. When analyzing the open-ended questions, classifications were set up, and appropriate responses quantified. Some of this data was also displayed in tables, giving the clearest and most concise picture of the results to the reader.

A reading attitude score was calculated for each child by counting how many positive responses he/she gave to twenty-two numbered statements that were designed to measure reading attitude. Each student also received a library attitude score, based on his/her responses to a list of words that could be used to describe libraries. The students' responses to other questions were compared with their reading and library attitude scores.

The students were also divided into four groups: boys, girls, LD classroom students, and students receiving tutoring. Comparisons were made between the answers given by the children in these groups. This data was also placed in tables.

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[35]Barbara M. Taylor, ed., Reading Difficulties: Instruction and Assessment (New York: Random House, Inc., 1980), 54.

RESULTS

When asked about what activities they enjoy most when they are not at school, the majority of the children (17 - 73.9%) mentioned some type of outdoor activity, such as soccer or bike riding. Only two students mentioned television as their favorite, and only one said reading was their favorite out-of-school activity. When asked what other things they like to do, the majority (13 - 56.5%) again cited an outdoor activity. Two said watching television, two said reading, and one said Nintendo.

When asked what they want to do when they grow up, six of the seven girls (85.7%) named careers for which a college education is important. These occupations are doctor, author, teacher (3), and veterinarian. Only two of the boys (12.5%) mentioned careers that require a college education. Both of them want to be scientists. Six of the boys (37.5%) want to do what a significant male does as a career -- five fathers and one uncle. Six of the boys (37.5%) want to be professional athletes.

When asked how often they go to the public library, only one student (4.3%) said she goes weekly, six (26.0%) go once a month, fourteen (60.8%) go rarely, and two (8.6%) never go to the library. Students in the tutor group said that they go to the library weekly or monthly more than the classroom group -- 44.4% (4) of the tutored students, as opposed to 21.4% (3) of the classroom students. Of the students who have the lowest

six library attitude scores, one never goes to the library, and the other five go rarely. Of the children in the top reading attitude score group 41.6% (5) go to the library weekly or monthly, while none of the children in the lower group go weekly, and only 18.2% (2) go monthly. (See Table Three and Table Seven for comparisons of library and reading attitude scores with frequency of library use.)

Six (28.6%) of the students who go to the library go for homework-related reasons, sixteen (76.2%) for pleasure, and four (19%) for other reasons. The other reasons mentioned by the children were Story Hour, Reading Club, Student Friends meetings, and for an older sister to get books. Boys are more likely to go to the library for homework-related reasons -- 40.0% (6) of the boys, as opposed to none of the girls. Eighty percent (12) of the boys said they go to the library for pleasure, as opposed to 66.7% (4) of the girls. The term "for pleasure" could be replaced by two more precise choices if the study were repeated -- "to check things out" and "to read or look at things in the library." This would increase the precision of the results.

Girls are more likely to go to the library for other reasons -- 50% (3) of the girls, as opposed to 6.7% (1) of the boys. The majority of the students who go to the library (14 - 66.6%) go at the suggestion of their parents, five (23.8%) at the suggestion of a sibling, and six (28.5) at their own suggestion. These figures add up to more than 100% because several students selected multiple responses to this question.

Girls, however, are more likely to suggest going to the library than boys are -- 50% (3) of the girls sometimes suggest going, while only 20% (3) of the boys do.

Of the twenty-one children who go the library, twenty (95.2%) check out materials to take home. All twenty check out books, seven (33.3%) check out magazines, five (23.8%) take home records or cassettes, and ten (47.6%) take out videocassettes. Boys and girls take out materials in approximately the same proportions, except that more boys check out magazines. Forty percent (6) of the boys check out magazines, while only 16.7% (1) of the girls do. Three students in the tutor group (37.5%) take out records or cassettes, as opposed to two (15.4%) in the classroom group. More of the students in the tutor group check out videocassettes too -- 87.5% (7) of the tutor group, as opposed to 23.1% (3) of the classroom group.

The question asking "what do you do with the materials you check out of the library?" elicited the same type of response from most of the children. They looked surprised and answered that they read, watched, or listened to the materials they took home. Three students, however, gave less definate responses. One said he sometimes reads them, one said she will "usually read them," and the other said she will "read them sometimes when I'm in the mood." This relates to a question that was asked later in the interviews, which required the students to agree or disagree with the following statement: "When I check a book out of the library I usually

don't read it." Two (8.7%) of the students agreed that they do not read their library books, while nineteen (82.6%) disagreed. Several remarked that they look books over before checking them out to make sure they will like them.

When asked whether they have ever attended programs at the public library, many of the students gave negative answers. Seven (30.4%) have attended Story Times, five (21.7) have watched puppet shows at the library, ten (43.5%) have participated in Summer Reading Club, and four (17.4%) have attended other library programs. These include two children in Student Friends, one who attended a bubble program, and another who could not remember what program he had attended. Nine (39.1%) have never attended a program at the library. Two of these students mentioned their intentions to attend library programs. One said she wants to go and then forgets, and the other says she is going to join Student Friends this year. A larger percentage of girls than boys have attended Story Time (42.9% versus 25%), puppet shows (28.6% versus 18.8%), and Summer Reading Club (57.1% versus 37.5%). A larger proportion of students in the tutor group have attended puppet shows -- 33.3% (3) as opposed to 14.3% (2) of the classroom group. Children who have attended at least one library program have much higher average reading attitude scores than those who have not -- 16.2 as opposed to 12.8. Average library attitude scores did not show a benefit from library program attendance. (See Table One for quantified responses to the library use section of the interviews.)

In response to the question asking them what they enjoy about the public library, twenty (86.6%) of the students' answers contained direct references to books. Four (17.4%) of their answers contained the word "quiet." When asked what they dislike about the public library, ten (43.5%) of the students said they did not dislike anything. The rest of the answers varied greatly, with four mentioning the size of the library or the small number of books. Two cited organizational problems, such as not being able to find nonfiction or books not being organized in special sections. The local library is a very small branch of a county-wide library system, with an integrated nonfiction collection. Half of the students (7) in the classroom group mentioned at least one thing they disliked about the public library, while only 33.3% (3) of the students in the tutor group did. (See Appendix D for a list of the children's positive and negative comments about the public library.)

The next section of the interviews consisted of a list of words that could be used to describe libraries. The students were asked to answer "yes" or "no" to indicate whether they agreed or disagreed that the word described libraries. Sixteen (69.6%) agreed that "happy" describes libraries. More girls (85.7% versus 62.5% of the boys) agreed that the library is "happy." Twelve children (52.2%) agreed that libraries are "confusing." All twenty-three students said that libraries are "enjoyable," but three (13.0%) agreed with the word "boring" to describe libraries. None of the girls said that

the library is "boring," but three (18 8%) of the boys did. Four children (17.4%) agreed that "lonely" would describe libraries. All of these students were in the tutor group. Twenty (87.0%) said libraries are "friendly" -- all of the girls and thirteen (81.3%) of the boys. More of the children in the classroom group (13 - 92.9%) agreed that the library was friendly than in the tutored group (7 - 77.8%) Seventeen (73.9%) said the library is "exciting." One boy said "no ... it's just books." Only one child (4.3%) said the library is "upsetting." This is because an employee gave her the wrong bathroom key. All of the students agreed that the word "fun" describes libraries. (See Table Two for a detailed breakdown of the responses to the library attitude section of the interviews.)

The children's answers were scored to determine the number of responses that indicated a positive attitude toward the library. The girls had a higher average library attitude score than the boys -- 7.7 for the girls, as opposed to 7.2 for the boys. The average library attitude score for the classroom group was higher than that of the tutor group -- 7.6 versus 7.

The next part of the interview was designed to determine what types of reading materials the students enjoy. Twelve (52.2%) said they enjoy their school reading book. Nine students in the classroom group (64.3%) like to read this book, compared to three students (33.3%) in the tutor group. Comic books are enjoyed by twelve (52.2%) students, with a

much larger percentage of these being boys -- 62.5% (10) versus 28.6% (2) of the girls. Only four (17.4%) enjoy newspapers, all of whom are boys. Two specifically mentioned the sports page as the section of the paper they like, and one mentioned the comics. Eighteen (78.3%) of the children like to read magazines. Fiction books are enjoyed by twenty (87.0%) of the students. Nonfiction books, as well as picture books, are enjoyed by eighteen (78.3%) students. In this group all seven girls (100%) said they enjoy nonfiction, while eleven boys (68.8%) said they do. (See Table Four for a detailed breakdown of these responses.)

In answer to questions about their parents' reading habits, fifteen (65.2%) of the children said that both of their parents read either daily or weekly. Four (17.4%) said that one of their parents reads daily or weekly, and four (17.4%) said that neither parent does. A higher percentage of students in the tutor group (7 - 77.8%) said their parents read daily or weekly than did the students in the classroom group (8 - 57.1%). All four students who said that neither parent reads frequently were in the top ten for library attitude scores. The children with the lowest library attitude scores have the largest percentage of parents who both read frequently (83.3%). On the other hand, 75.0% (9) of the children in the highest reading attitude score group said that both parents read frequently, as opposed to 54.5% (6) of the lower reading attitude group. The average reading

attitude score for boys whose fathers read daily or weekly was 15.2, while the rest of the boys had an average score of 14.

The parents of eight (34.8%) of the children read to them daily before they started school, and the parents of twelve (52.2%) read to them weekly. Two (8.7%) said that their parents read to them "hardly ever," and one (4.3%) said his parents "never" read to him before he started school. Girls said they were read to more often before they started school than boys did. Five (71.4%) of the girls were read to daily, as opposed to three (18.8%) of the boys. Ten (62.5%) of the boys and two (28.6%) of the girls were read to weekly. Three (18.8%) of the boys said they had been read to "hardly ever" or "never" before starting school, while none of the girls gave these answers. More students in the tutor group said they were read to daily before they started school -- 55.6% (5) as opposed to 21.4% (3) of the classroom group. If the daily and weekly figures are added for these groups, however, both groups have approximately the same score -- 88.9% of the tutor group and 85.7% of the classroom group were read to daily or weekly before they started school. In comparing library attitude score groups, the six children in the lowest score group had the largest percentage (50%) of parents who read to them daily before school started. The children in the lower reading attitude score group were read to daily less than those in the higher group -- 18.2% (2) in the lower group, as opposed to 50% (6) in the higher group.

The parents of only two (8.7%) of the students read to them daily now, while the parents of five (21.7%) read to them weekly. Eleven (47.8%) of the students are read to "hardly ever," and five (21.7%) are "never" read to. More girls are read to daily than boys are -- 28.6% (2) of girls versus none of the boys. Four girls (57.2%) said they are read to "hardly ever" or "never," but twelve (75%) of the boys answered in this way. In comparing library attitude score groups it is seen that 100% of the parents of children in the lowest scoring group now read to their child "hardly ever" or "never." In the middle scoring group 71.4% of the parents now read to their child weekly or daily. In the top group only 20% of the parents read to their child weekly or daily. (See Table Three, Table Five, and Table Seven for more detailed information on parental reading and its relationship to library and reading attitudes.)

The next section of the interviews consisted of a series of statements to which the students said "yes" to indicate agreement, or "no" to indicate disagreement. To the first statement, "reading is a good way to spend free time," twenty-one (91.3%) of the children said "yes." One boy said that he thinks it's a good way, but he doesn't like it.

To the statement "I like getting books as presents," twelve (52.2%) of the students said "yes." More girls agreed with this -- 71.4% (5) of the girls said "yes" compared to 50.0% (8) of the boys.

Only two students (8.7%) agreed that "reading is boring." Many of the students, however, found this question difficult to answer. They differentiated between school reading (which some consider boring) and recreational reading (which they do not consider boring.) Only three children (13.0%) agreed that "reading is my favorite subject in school."

To the statement "I would rather read a good book than watch TV," thirteen (56.5%) said "no." Fifty percent of the boys (8) said they would rather read a good book, as opposed to 28.6% (2) of the girls. The statement was agreed to by 42.9% (6) of the classroom group and 22.2% (2) of the tutor group. Some of the students qualified their agreement with remarks like, "if it's a good book" and "when my Dad is watching black and white TV."

"I usually understand what I read in books" was agreed to by thirteen (56.5%) students. More students in the classroom group agreed with this statement -- 78.6% (11) as opposed to 22.2% (2) in the tutor group.

Nineteen (82.6%) students agreed that they "have gotten to know some interesting people in books." More girls disagreed with the statement -- 28.6% (2) of the girls as opposed to 6.3% (1) of the boys. More students in the tutor group (9 - 100%) agreed than did students in the classroom group (10 - 71.4%).

To the statement "I would like to hear my teacher read a story out loud every day," all but one of the students (95.7) said "yes," and many remarked that their teacher does this.

Seven (30.4%) of the children agreed that "reading is for learning, not for enjoyment." This statement was confusing for many of the children. It had to be repeated in several interviews, with extra emphasis put on the word "not." A few children said it is for "both," and one said it is "between." One disagreed with the statement, but qualified his response by saying that reading is "more for learning."

To the statement "money spent on books is money well-spent," nineteen (82.6%) of the students said "yes." One boy qualified his answer with "if they're good. Another boy said "no" because "I can go to the library."

Only four (17.4%) agreed that "books usually aren't interesting enough to finish," and all twenty-three children agreed with the statement "there are many books I hope to read."

There was a serious problem with the statement "reading is something I can do without." Many of the students said "without what?" After the interviewer rephrased the question for those who seemed confused by saying, "if there was no reading that would be all right with me," ten (43.5%) of the students agreed. More boys than girls agreed with the statement -- 56.3% (9) of the boys and 14.3% (1) of the girls. One boy said "No way! I need reading!" If this study were to be repeated this statement should be reworded to make it more understandable to the children.

To the statement "a certain amount of summer vacation should be set aside for reading," seventeen (74.0%) of the

children said yes. One boy added, however, that although it is a good idea "I normally don't do it." More of the classroom students (12 - 85.8%) agreed with the statement than did students in the tutor group (5 - 55.6%).

Fifteen (65.2%) agreed with the statement "I wish I had a library full of books at home." One boy said he would like to have many books at home but can not, because his nieces and nephews would tear them up.

Twenty (87.0%) agreed with "I feel happy when I'm reading." All the students (100%) in the classroom group agreed with that statement, while six (66.7%) of the students in the tutor group agreed. One child said it "depends on if it's a scary book." Another said "yes" but added "sometimes I get frustrated."

Twelve children (52.2%) agreed that "reading is hard work." This was another instance in which some found it difficult to make a decision because of differing feelings about school reading as opposed to pleasure reading.

"I enjoy reading at home" was agreed to by twenty (87.0%) of the students. One child said "when I'm upset about something I read." Another said he felt happy reading if the books were "good ones .. mostly biographies," and another qualified his answer by adding "once in a while." More students in the classroom group (13 - 92.9%) said they enjoy reading at home than the students in the tutor group did (7 - 77.8%).

Fourteen of the children (60.7%) agreed with the statement "I feel uncomfortable when I'm asked to read in class." A larger proportion of girls (5 - 71.4%) feel uncomfortable than boys (9 - 56.3%). Eleven (47.8%) students "would rather look at the pictures in a book than read it." More girls than boys disagreed with this statement -- 57.1% (4) of the girls said "no" as opposed to 37.5% (6) of the boys.

The statement "when I have free time at school I usually read a book" was agreed to by thirteen (56.5%) children. Ten boys (62.5%) agreed, as opposed to three (42.9%) of the girls. More of the classroom group than the tutor group (4 - 44.4% as opposed to 9 - 64.3%) said they read in their free time at school. (See Table Six for a breakdown of the children's responses to the reading attitude section of the interviews.)

The children's responses were scored to determine the number of answers that indicated a positive reading attitude. The reading attitude scores ranged from six to twenty positive responses out of a possible twenty-two. Except for one girl whose reading attitude score was six, all of the scores fell in the 12-20 range. The average reading attitude score of the girls was higher than that for the boys -- 15 versus 14.8. If the one extremely low score is removed from the girls' average score, there is an even greater difference in the boys' and girls' scores -- 16.5 versus 14.8. The average reading attitude score of the students in the classroom group was higher than that for the tutor group -- 15.3 versus 14.2.

The last section of the interviews dealt with the children's self-other perceptions. When asked "compared to others your age, how well do you think you read?" five (21.7%) said that they do not read as well as their peers. Fifteen (65.2%) think they are average readers, and three (13.1%) think they are better readers than others their age. Five boys (31.3%) think they do not read as well as their peers, while none of the girls gave this answer. Girls answered more frequently that they are average readers -- 85.7% (6) of the girls say they are average, as opposed to 56.3% (9) of the boys. More of the students in the classroom group (4 - 28.6%) feel that they do not read as well as their peers than the students in the tutor group do (1 - 11.1%). More in the tutur group (2 - 22.2%) feel they read better than their peers than do the students in the classroom group (1 - 7.1%).

To the question "compared to others your age, how much do you like to read?" seven students (30.4%) said they like to read less than their peers do. Four (17.4%) said they like to read about the same amount as their peers, and twelve (52.2%) said they like to read more than their peers. Twenty-five percent of the boys (4) said they like to read less than their peers, while 42.9% (3) of the girls gave this answer. A higher percentage of the students in the tutor group believe they like to read less (4 - 44.4%) compared to students in the classroom group (3 - 21.4%). Six (60%) of the top library attitude score group, five (71.4%) of the middle group, and only one (16.7%) of the lowest group believe they like to read

more than their peers. Of the children in the highest reading attitude group nine (75.0%) say they like to read more than their peers, as opposed to the lower group in which three (27.2%) say they like to read more. The child with the lowest reading attitude score in the study said "I don't really want to read, but when I'm bored or upset I want to read."

When asked "compared to others your age, how much reading do you think you do?" eight children (34.5%) answered that they read less. Ten students (43.5%) think they read about the same amount as their peers, and five (21.7%) think they read more. A larger proportion of the boys believe they read less than their peers -- 43.8% (7) of the boys, as opposed to 14.3% (1) of the girls. A greater percentage of the girls (3 - 42.9%) said that they read more than their peers than did the boys (2 - 12.5%). None of the students in the tutor group think they read less than their peers, while 57.1% (8) of the classroom group think they read less. More students in the tutor group think they read the same amount their peers do -- 66.7% (6) of the tutor group, as opposed to 28.6% (4) of the classroom group. In addition, more of the tutor group students (3 - 33.3%) believe they read more than their peers than do the students in the classroom group (2 - 14.3%). Children in the highest library attitude score group believe they read less than their peers (5 - 50%) proportionally more than the middle (2 - 28.6%) and lowest (1 - 16.7%) groups do. Of the children in the top reading attitude score group five (41.7%) believe that they read more than their peers, while

none of the children in the lower reading attitude score group believe they read more. (See Table Three, Table Seven, and Table Eight for more details on the self-other comparison section of the interviews.)

CONCLUSIONS

The children who took part in this study made a strong connection between libraries and books. Most gave a book-related answer when asked what they liked about public libraries, and about twice as many check out books as any other type of material. Their attitudes toward the library were primarily positive. All the children agreed that libraries are "enjoyable" and "fun" and most said they are "happy," "friendly," and "exciting." Almost half could not think of anything they disliked about the public library.

The question that arises from this is why the children do not use the library more. Only about one-third go to the library on a regular basis, and even less ever suggest going to the library. As one would expect, the children with higher reading attitude scores go to the library more frequently than those with lower scores. Students with the lowest library attitude scores go to the library the least.

In response to the reading attitude section of the interviews, the majority of the children agreed that "reading is a good way to spend free time," "money spent on books is money well spent," and "there are many books I hope to read." The majority also agreed with the statements "I would like to hear my teacher read a story out loud every day" and "a certain amount of summer vacation should be set aside for reading." These statements indicate a theoretical view that reading is good. Many children, however, qualified their

answers by adding statements such as "I normally don't do it." Smaller percentages gave positive responses to statements that were less theoretical, such as "I like getting books as presents" and "I would rather read a good book than watch TV."

Children with higher reading attitude scores have attended more library programs and visit the library more often. They are more likely to have parents who are both frequent readers. Children with higher reading attitude scores were read to daily before beginning school more often than children with lower reading attitude scores. The students with higher scores also believe that they read more, and that they enjoy reading more than their peers. There was no significant relationship demonstrated between how well they think they read and their reading attitude. This goes against the conventional wisdom that those who think they are better readers enjoy reading more.

Since there was no control group with which to compare the children's responses, conclusions about how their answers would compare with those of average children are not possible. However, comparisons can be made within the study group.

Girls are more likely to suggest going to the library than boys are, and a slightly larger percentage have attended library programs. Boys are more likely than girls to go to the library for homework-related reasons. More girls than boys agreed that the library is "happy" and "friendly," and the only children who agreed that the library is boring were

boys. The girls had a higher average library attitude score than the boys did.

Although boys and girls enjoy most of the same basic types of materials, more boys enjoy comic books and only boys said they enjoy reading newspapers. All of the girls in the study group said they enjoy nonfiction, but only about two-thirds of the boys said they enjoy it. This is a different result than would be expected, since the commonly held belief is that boys like nonfiction more than girls do. Confusion about what nonfiction is was not a factor in this, as the terms "fiction" and "nonfiction" were explained to all the subjects.

Girls were read to more often before they started school, and more girls are read to on a daily basis now. Their average reading attitude score was higher than that of the boys. About a third of the boys think they do not read as well as their peers, but none of the girls think this. Most of the girls say they are average readers. More of the girls believe they read more than their peers than do the boys.

An interesting aspect of the boys' attitudes is illustrated by the fact that boys whose fathers read daily or weekly had a higher average reading attitude score than those boys whose fathers do not read often. This relates to the career choices boys have made, with about a third of them wanting to follow in the footsteps of a significant male in their lives. The girls' reading attitude scores did not show a relationship with their mothers' reading frequency.

In comparing the classroom group with the tutor group, one finds that the classroom group had a higher average reading attitude score. A higher percentage of the classroom students agreed that the library is friendly, that they "would rather read a good book than watch TV," that they "usually understand what [they] read in books," and that "a certain amount of summer vacation should be set aside for reading." All the students in the classroom group agreed with the statement "I feel happy when I'm reading," while only about two-thirds of the tutor group agreed. More students in the classroom group agreed that they enjoy reading at home and that they read in their free time at school.

A higher proportion of the children in the classroom group feel that they do not read as well as their peers, and more in the tutor group believe they read better than their peers. However, more of the tutor group students think that they <u>like</u> to read less than their peers. In contrast to this, about half of the students in the classroom group think they read less than their peers do, but more of the students in the tutor group think they read the same amount or more than their peers.

It appears that the classroom group students, although they think they do not read as well or as often as their peers, actually demonstrated a more positive reading attitude than the tutor group students did. This goes against the assumption that those who do not feel proficient at an activity enjoy it less than those who do feel proficient.

Comparisons can also be made between reading attitude and family reading habits. Both parents of three-quarters of the children in the highest reading attitude score group are frequent readers. These children were also read to more frequently before starting school.

The library attitude score comparisons show some unexpected results. The tendency demonstrated is the opposite of what was expected. Children whose parents are frequent readers tend to have lower library attitude scores than the others. In fact, all four of the children who said that neither parent reads frequently were in the highest library attitude score group. Also, the group of children who were read to the most before beginning school had the lowest library attitude scores. However, the parents of children in higher library attitude score groups tend to read more to their children now.

There are several possible follow-ups to this study. Interviewing a control group of average children and comparing their answers to those of a group of LD children would be very valuable. It would also be interesting to administer the instrument to a larger group of students in order to see if the results would be the same. Another interesting project would be to interview students from different school systems and compare their answers. This might give some insight into which methods of teaching and presenting reading lead to higher reading attitudes.

TABLE ONE

LIBRARY USE

	All Students		Class		Tutor		Girls		Boys	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Frequency of library visits.										
Once a week.....	1	4.3%	1	7.1%	0	0.0%	1	14.3%	0	0.0%
Once a month.....	6	26.0%	2	14.3%	4	44.4%	2	28.6%	4	25.0%
Hardly ever.....	14	60.8%	10	71.4%	4	44.4%	3	42.9%	11	68.8%
Never.....	2	8.6%	1	7.1%	1	11.1%	1	14.3%	1	6.2%
Reasons for going to the library.										
Homework-related....	6	28.6%	3	23.1%	3	37.5%	0	0.0%	6	40.0%
For pleasure.....	16	76.2%	10	76.9%	6	75.0%	4	66.7%	12	80.0%
Other.....	4	19.0%	2	15.4%	2	25.0%	3	50.0%	1	6.7%
Who suggests going to the library?										
Parents.....	14	66.6%	8	61.5%	6	75.0%	3	50.0%	12	80.0%
Sibling.....	5	23.8%	3	23.1%	2	25.0%	0	0.0%	4	26.7%
Yourself.....	6	28.5	4	30.8%	2	25.0%	3	50.0%	3	20.0%
What do you check out of the library?										
Books.....	20	95.2%	12	92.3%	8	100.0%	6	100.0%	14	93.3%
Magazines.....	7	33.3%	4	30.8%	3	37.5%	1	16.7%	6	40.0%
Records or Cassettes	5	23.8%	2	15.4%	3	37.5%	1	16.7%	4	26.7%
Videotapes.....	10	47.6%	3	23.1%	7	87.5%	3	50.0%	7	46.7%
Have you ever attended programs at the library?										
Story Time.....	7	30.4%	4	28.6%	3	33.3%	3	42.9%	4	25.0%
Puppet Shows.....	5	21.7%	2	14.3%	3	33.3%	2	28.6%	3	18.8%
Summer Reading Club.	10	43.5%	7	50.0%	3	33.3%	4	57.1%	6	37.5%
Other.....	4	17.4%	3	21.4%	1	11.1%	1	14.3%	3	18.8%

TABLE TWO

LIBRARY ATTITUDES

	ALL STUDENTS		LD CLASSROOM STUDENTS		TUTORED STUDENTS		GIRLS		BOYS	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Happy.....16	- 69.6%	7 - 30.4%	10 - 71.4%	4 - 28.6%	6 - 66.7%	3 - 33.3%	6 - 85.7%	1 - 14.3%	10 - 62.5%	6 - 37.5%
Confusing.:.12	- 52.2%	11 - 47.8%	7 - 50.0%	7 - 50.0%	5 - 55.6%	4 - 44.4%	4 - 57.1%	3 - 42.9%	8 - 50.0%	8 - 50.0%
Enjoyable...23	-100.0%	0 - 0.0%	14 -100.0%	0 - 0.0%	9 -100.0%	0 - 0.0%	6 - 85.7%	1 - 14.3%	16 -100.0%	0 - 0.0%
Boring..... 3	- 13.0%	18 - 78.3%	2 - 14.3%	10 - 71.4%	1 - 11.1%	8 - 88.9%	0 - 0.0%	7 -100.0%	3 - 18.8%	11 - 68.8%
Lonely..... 4	- 17.4%	19 - 82.6%	0 - 0.0%	14 -100.0%	4 - 44.4%	5 - 55.6%	2 - 28.6%	5 - 71.4%	2 - 12.5%	13 - 81.3%
Friendly....20	- 87.0%	3 - 13.0%	13 - 92.9%	1 - 7.1%	7 - 77.8%	2 - 22.2%	7 -100.0%	0 - 0.0%	13 - 81.3%	3 - 18.8%
Exciting....17	- 73.9%	6 - 26.1%	10 - 71.4%	4 - 28.6%	7 - 77.8%	2 - 22.2%	5 - 71.4%	2 - 28.6%	12 - 75.0%	4 - 25.0%
Upsetting... 1	- 4.3%	22 - 95.7%	0 - 0.0%	14 -100.0%	1 - 11.1%	8 - 88.9%	1 - 14.3%	6 - 85.7%	0 - 0.0%	16 -100.0%
Fun.....23	-100.0%	0 - 0.0%	14 -100.0%	0 - 0.0%	9 -100.0%	0 - 0.0%	7 -100.0%	0 - 0.0%	16 -100.0%	0 - 0.0%

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TABLE THREE

LIBRARY ATTITUDE SCORE GROUP COMPARISONS

Library Attitude Score	Reading Attitude Score	Frequency of Library Visits	Parents Who Read Daily Or Weekly	Parent Reading To Child Before School	Parent Reading To Child Now	Child's Perceptions Of: How Well Child Reads Compared With Others Of Same Age	How Much Child Enjoys Reading	How Often Child Reads
5	13	Never	One	Weekly	Never	Worse	Less	Less
5	14	1 - 16.7%	1 - 16.7%	3 - 50.0%	2 - 33.3%	1 - 16.7%	2 - 33.3%	1 - 16.7%
6	6							
6	12	Rarely	Both	Daily	Rarely	Average	Average	Average
6	15	5 - 83.3%	5 - 83.3%	3 - 50.0%	4 - 66.7%	4 - 66.7%	3 - 50.0%	4 - 66.7%
6	16							
						Better	More	More
						1 - 16.7%	1 - 16.7%	1 - 16.7%
7	12	Never	One	Rarely	Rarely	Worse	Less	Less
7	13	1 - 14.3%	2 - 28.6%	1 - 14.3%	2 - 28.6%	2 - 28.6%	1 - 14.3%	2 - 28.6%
7	14							
7	15	Rarely	Both	Weekly	Weekly	Average	Average	Average
7	16	3 - 42.9%	5 - 71.4%	4 - 57.1%	4 - 57.1%	3 - 42.9%	1 - 14.3%	4 - 57.1%
7	17							
7	20	Monthly		Daily	Daily	Better	More	More
		3 - 42.9%		2 - 28.6%	1 - 14.3%	2 - 28.6%	5 - 71.4%	1 - 14.3%
8	12	Never	Neither	Never	Never	Worse	Less	Less
8	13	1 - 10.0%	4 - 40.0%	1 - 10.0%	3 - 30.0%	2 - 20.0%	4 - 40.0%	5 - 50.0%
8	17							
8	17	Rarely	One	Rarely	Rarely	Average	More	Average
8	17	5 - 50.0%	1 - 10.0%	1 - 10.0%	5 - 50.0%	7 - 70.0%	6 - 60.0%	2 - 20.0%
8	18							
8	20	Monthly	Both	Weekly	Weekly	Better		More
9	13	3 - 30.0%	5 - 50.0%	5 - 50.0%	1 - 10.0%	1 - 10.0%		3 - 30.0%
9	13							
9	19	Weekly		Daily	Daily			
		1 - 10.0%		3 - 30.0%	1 - 10.0%			

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TABLE FOUR

READING MATERIAL ENJOYMENT

	ALL STUDENTS		LD CLASSROOM STUDENTS		TUTORED STUDENTS		GIRLS		BOYS	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
School Reading Bk.	12 - 52.2%	9 - 39.1%	9 - 64.3%	4 - 28.6%	3 - 33.3%	5 - 55.6%	4 - 57.1%	2 - 28.6%	8 - 50.0%	7 - 43.8%
Comic Bks.	12 - 52.2%	10 - 43.5%	7 - 50.0%	6 - 42.9%	5 - 55.6%	4 - 44.4%	2 - 28.6%	5 - 71.4%	10 - 62.5%	5 - 31.3%
Newspapers.	4 - 17.4%	19 - 82.6%	2 - 14.3%	12 - 85.8%	2 - 22.2%	7 - 77.8%	0 - 0.0%	7 -100.0%	4 - 25.0%	12 - 75.0%
Magazines.	18 - 78.3%	5 - 21.7%	11 - 78.6%	3 - 21.4%	7 - 77.8%	2 - 22.2%	5 - 71.4%	2 - 28.6%	13 - 81.3%	3 - 18.8%
Fiction Bks.	20 - 87.0%	3 - 13.0%	12 - 85.8%	2 - 14.3%	8 - 88.9%	1 - 11.1%	6 - 85.7%	1 - 14.3%	14 - 87.5%	2 - 12.5%
Nonfiction.	18 - 78.3%	5 - 21.7%	10 - 71.4%	4 - 28.6%	8 - 88.9%	1 - 11.1%	7 -100.0%	0 - 0.0%	11 - 68.8%	5 - 31.3%
Picture Bks.	18 - 78.3%	5 - 21.7%	11 - 78.6%	3 - 21.4%	7 - 77.8%	2 - 22.2%	5 - 71.4%	2 - 28.6%	13 - 81.3%	3 - 18.8%

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TABLE FIVE

PARENTAL READING HABITS

	All Students		Class		Tutor		Girls		Boys	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
How often do your parents read?										
Both Frequent.....15 (Daily or Weekly)	15	65.2%	8	57.1%	7	77.8%	4	57.1%	11	68.8%
One Frequent..... 4	4	17.4%	3	21.4%	1	11.1%	2	28.6%	2	12.5%
Neither Frequent.... 4	4	17.4%	3	21.4%	1	11.1%	1	14.3%	3	18.8%
How often did your parents read to you before you started school?										
Every Day..... 8	8	34.8%	3	21.4%	5	55.6%	5	71.4%	3	18.8%
Once a Week.....12	12	52.2%	9	64.3%	3	33.3%	2	28.6%	10	62.5%
Hardly Ever..... 2	2	8.7%	1	7.1%	1	11.1%	0	0.0%	2	12.5%
Never..... 1	1	4.3%	1	7.1%	0	0.0%	0	0.0%	1	6.3%
How often do your parents read to you now?										
Every Day..... 2	2	8.7%	1	7.1%	1	11.1%	2	28.6%	0	0.0%
Once a Week..... 5	5	21.7%	4	28.6%	1	11.1%	1	14.3%	4	25.0%
Hardly Ever.....11	11	47.8%	5	35.7%	6	66.7%	3	42.9%	8	50.0%
Never..... 5	5	21.7%	4	28.6%	1	11.1%	1	14.3%	4	25.0%

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TABLE SIX

READING ATTITUDES

QUESTION NUMBER	ALL STUDENTS		LD CLASSROOM STUDENTS		TUTORED STUDENTS		GIRLS		BOYS	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1.	21 - 91.3%	1 - 4.3%	13 - 92.9%	0 - 0.0%	8 - 88.9%	1 - 11.1%	7 -100.0%	0 - 0.0%	14 - 87.5%	1 - 6.3%
2.	12 - 52.2%	10 - 43.5%	7 - 50.0%	6 - 42.9%	5 - 55.6%	4 - 44.4%	5 - 71.4%	2 - 28.6%	8 - 50.0%	8 - 50.0%
3.	2 - 8.7%	19 - 82.6%	1 - 7.1%	12 - 85.8%	1 - 11.1%	7 - 77.8%	1 - 14.3%	5 - 71.4%	1 - 6.3%	14 - 87.5%
4.	3 - 13.0%	20 - 87.0%	2 - 14.3%	12 - 85.8%	1 - 11.1%	8 - 88.9%	1 - 14.3%	6 - 85.7%	2 - 12.5%	14 - 87.5%
5.	8 - 34.8%	13 - 56.5%	6 - 42.9%	4 - 42.9%	2 - 22.2%	7 - 77.8%	2 - 28.6%	5 - 71.4%	8 - 50.0%	7 - 43.8%
6.	13 - 56.5%	9 - 39.1%	11 - 78.6%	2 - 14.3%	2 - 22.2%	7 - 77.8%	4 - 57.1%	3 - 42.9%	9 - 56.3%	6 - 37.5%
7.	19 - 82.6%	3 - 13.0%	10 - 71.4%	3 - 21.4%	9 -100.0%	0 - 0.0%	5 - 71.4%	2 - 28.6%	14 - 87.5%	1 - 6.3%
8.	22 - 95.7%	1 - 4.3%	13 - 92.9%	1 - 7.1%	9 -100.0%	0 - 0.0%	7 -100.0%	0 - 0.0%	15 - 93.8%	1 - 6.3%
9.	7 - 30.4%	15 - 65.2%	5 - 35.7%	9 - 64.3%	2 - 22.2%	6 - 66.7%	2 - 28.6%	5 - 71.4%	5 - 31.3%	11 - 68.8%
10.	19 - 82.6%	4 - 17.4%	11 - 78.6%	3 - 21.4%	8 - 88.9%	1 - 11.1%	5 - 71.4%	2 - 28.6%	14 - 87.5%	1 - 12.5%
11.	4 - 17.4%	18 - 78.3%	2 - 14.3%	11 - 78.6%	2 - 22.2%	7 - 77.8%	1 - 14.3%	6 - 85.7%	3 - 18.8%	12 - 75.0%
12.	23 -100.0%	0 - 0.0%	14 -100.0%	0 - 0.0%	9 -100.0%	0 - 0.0%	7 -100.0%	0 - 0.0%	16 -100.0%	0 - 0.0%
13.	10 - 43.5%	13 - 56.5%	6 - 42.9%	8 - 57.1%	4 - 44.4%	5 - 55.6%	1 - 14.3%	6 - 85.7%	9 - 56.3%	7 - 43.8%
14.	17 - 74.0%	6 - 26.0%	12 - 85.8%	2 - 14.3%	5 - 55.6%	4 - 44.4%	5 - 71.4%	2 - 28.6%	12 - 75.0%	4 - 25.0%
15.	2 - 8.7%	19 - 82.6%	2 - 14.3%	10 - 71.4%	0 - 0.0%	9 -100.0%	1 - 14.3%	6 - 85.7%	1 - 6.3%	14 - 87.5%
16.	15 - 65.2%	7 - 30.4%	9 - 64.3%	4 - 28.6%	6 - 66.7%	3 - 33.3%	5 - 71.4%	2 - 28.6%	10 - 62.5	5 - 31.3%
17.	20 - 87.0%	3 - 13.0%	14 -100.0%	0 - 0.0%	6 - 66.7%	3 - 33.3%	7 -100.0%	0 - 0.0%	13 - 81.3%	2 - 12.5%
18.	12 - 52.2%	9 - 39.1%	8 - 57.1%	5 - 35.7%	4 - 44.4%	4 - 44.4%	3 - 42.9%	3 - 42.9%	9 - 56.3%	5 - 31.3%
19.	20 - 87.0%	3 - 13.0%	13 - 92.9%	1 - 7.1%	7 - 77.8%	2 - 22.2%	6 - 85.7%	1 - 14.3%	14 - 87.5%	2 - 12.5%
20.	14 - 60.7%	9 - 39.1%	8 - 57.1%	6 - 42.9%	6 - 66.7%	3 - 33.3%	5 - 71.4%	2 - 28.6%	9 - 56.3%	7 - 43.8%
21.	11 - 47.8%	11 - 47.8%	7 - 50.0%	6 - 42.9%	4 - 44.4%	5 - 55.6%	3 - 42.9%	4 - 57.1%	8 - 50.0%	6 - 37.5%
22.	13 - 56.5%	10 - 43.5%	9 - 64.3%	5 - 35.7%	4 - 44.4%	5 - 55.6%	3 - 42.9%	4 - 57.1%	10 - 62.5%	6 - 37.5%

1. Reading is a good way to spend free time.
2. I like getting books as presents.
3. Reading is boring.
4. Reading is my favorite subject in school.
5. I would rather read a good book than watch TV.
6. I usually understand what I read in books.
7. I have gotten to know some interesting people in books.
8. I would like to hear my teacher read a story out loud every day.
9. Reading is for learning, not for enjoyment.
10. Money spent on books is money well-spent.
11. Books usually aren't interesting enough to finish.
12. There are many books I hope to read.
13. Reading is something I can do without.
14. A certain amount of summer vacation should be set aside for reading.
15. When I check a book out of the library I usually don't read it.
16. I wish I had a library full of books at home.
17. I feel happy when I'm reading.
18. Reading is hard work.
19. I enjoy reading at home.
20. I feel uncomfortable when I'm asked to read in class.
21. I would rather look at the pictures in a book than read it.
22. When I have free time at school I usually read a book.

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TABLE SEVEN

READING ATTITUDE SCORE GROUP COMPARISONS

Reading Attitude Score	Library Attitude Score	Frequency of Library Visits	Parents Who Read Daily Or Weekly	Parent Reading To Child Before School	Parent Reading To Child Now	Child's Perceptions Of: How Well Child Reads Compared	How Much Child Enjoys Reading With Others Of Same Age	How Often Child Reads
6	6	Never	Neither	Never	Never	Worse	Less	Less
12	6	1 - 9.1%	2 - 18.2%	1 - 9.1%	3 - 27.2%	3 - 27.2%	6 - 54.5%	6 - 54.5%
12	7							
12	8	Rarely	One	Rarely	Rarely	Average	Average	Average
13	5	8 - 72.7%	3 - 27.2%	1 - 9.1%	4 - 36.4%	6 - 54.5%	2 - 18.2%	5 - 45.5%
13	7							
13	8	Monthly	Both	Weekly	Weekly	Better	More	
13	9	2 - 18.2%	6 - 54.5%	7 - 63.6%	3 - 27.2%	2 - 18.2%	3 - 27.2%	
13	9							
14	5			Daily	Daily			
14	7			2 - 18.2%	1 - 9.1%			
15	6	Never	Neither	Rarely	Never	Worse	Less	Less
15	7	2 - 16.7%	2 - 16.7%	1 - 8.3%	2 - 16.7%	2 - 16.7%	1 - 8.3%	2 - 16.7%
16	6							
16	7	Rarely	One	Weekly	Rarely	Average	Average	Average
17	7	5 - 41.7%	1 - 8.3%	5 - 41.7%	7 - 58.3%	8 - 66.7%	2 - 16.7%	5 - 41.7%
17	8							
17	8	Monthly	Both	Daily	Weekly	Better	More	More
17	8	4 - 33.3%	9 - 75.0%	6 - 50.0%	2 - 16.7%	2 - 16.7%	9 - 75.0%	5 - 41.7%
18	8							
19	9	Weekly			Daily			
20	7	1 - 8.3%			1 - 8.3%			
20	8							

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TABLE EIGHT

SELF-OTHER COMPARISONS

	All Students		Class		Tutor		Girls		Boys	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Compared to others your age, how well do you think you read?										
Not as well.....	5	21.7%	4	28.6%	1	11.1%	0	0.0%	5	31.3%
Average.....	15	65.2%	9	64.3%	6	66.7%	6	85.7%	9	56.3%
Better.....	3	13.1%	1	7.1%	2	22.2%	1	14.3%	2	12.5%
Compared to others your age, how much do you like to read?										
Less.....	7	30.4%	3	21.4%	4	44.4%	3	42.9%	4	25.0%
Average.....	4	17.4%	3	21.4%	1	11.1%	1	14.3%	3	18.8%
More.....	12	52.2%	8	57.1%	4	44.4%	3	42.9%	9	56.3%
Compared to others your age, how much reading do you think you do?										
Less.....	8	34.5%	8	57.1%	0	0.0%	1	14.3%	7	43.8%
Average.....	10	43.5%	4	28.6%	6	66.7%	3	42.9%	7	43.8%
More.....	5	21.7%	2	14.3%	3	33.3%	3	42.9%	2	12.5%

APPENDIX A

SAMPLE PARENT LETTER

Dear Parent:

I am doing research on learning disabled children's attitudes about reading and libraries. The purpose of this study is to increase knowledge about this important subject. I would like you to let your child take part in the project. If you decide to do this, your child will be asked questions about his or her feelings and thoughts about reading and libraries.

Your child's responses will be kept confidential, and he or she will not be identified in the reporting of the results.

If your child takes part in this project he or she will be helping interested librarians and teachers to understand how learning disabled children view reading and libraries. Taking part in this project is entirely up to you, and no one will hold it against your child if you decide not to participate. If your child does take part, he or she may stop at any time.

If you will allow your child to participate, please sign the slip below and return it to your child's teacher or tutor as soon as possible.

If you want to know more about this research project, please call me at 235-9014. The project has been approved by Kent State University. If you have questions about Kent State University's rules for research, please call Dr. Adriaan de Vries, telephone (216) 672-2070.

Sincerely,

Vicki Richards

- -

CHILDREN'S ATTITUDES TOWARD READING AND LIBRARIES

I will permit my child to be interviewed about his or her attitudes about reading and libraries.

_____ _____

Signature Date

APPENDIX B

SAMPLE QUESTIONNAIRE

What is your favorite activity when you're not at school?

_____

What other things do you like to do? _____

_____

What would you like to do when you grow up?_____

_____

LIBRARIES

How often do you go to the public library?

_____Once a week
_____Once a month
_____Hardly ever
_____Never

If yes, why do you go to the public library?

_____To complete homework assignments
_____For pleaseure
_____Other_____

If you go, who usually suggests going?

_____Parents
_____Brother or Sister
_____Yourself
_____Other _____

Do you check anything out?

_____Yes
_____No

What do you check out?

_____Books
_____Magazines
_____Records or Cassettes
_____Videotapes
_____Other_____

What do you do with the materials you check out of the library?

_____

I'm going to name some programs that are held at the public library. Please answer YES if you have gone to the program I name, and NO if you have not.

Story Time.....YES NO
Puppet Shows.....YES NO
Summer Reading Program.....YES NO
Any other programs.....YES NO

If other, what where they?_____

What do you enjoy about the public library?

_____

_____

What do you dislike about the public library?

_____

_____

I'm going to say some words. Please answer YES if you think the word I say describes libraries, and NO if you think the word does not describe libraries.

Happy	YES	NO
Confusing	YES	NO
Enjoyable	YES	NO
Boring	YES	NO
Lonely	YES	NO
Friendly	YES	NO
Exciting	YES	NO
Upsetting	YES	NO
Fun	YES	NO

READING ATTITUDES

I'm going to name some reading materials. Please answer YES if you like to read what I name, or NO if you do not like to read it.

Your School Reading Book	YES	NO
Comic Books	YES	NO
Newspapers	YES	NO
Magazines	YES	NO
Fiction Books	YES	NO
Nonfiction Books	YES	NO
Picture Books	YES	NO

How often do your parents read?

_____Every day
_____Once a week
_____Hardly ever
_____Never

What do your parents read?

_____Books
_____Magazines
_____Newspapers //
_____Other_____

How often did your parents read to you before you started school?

_____Every day
_____Once a week
_____Hardly ever
_____Never

How often do your parents read to you now?

_____Every day
_____Once a week
_____Hardly ever
_____Never

I'm going to read some sentences. If you agree with what I say, answer YES, if you don't agree, answer NO.

1. Reading is a good way to spend free time.....YES NO
2. I like getting books as presents.....YES NO
3. Reading is boring.....YES NO
4. Reading is my favorite subject in school.....YES NO
5. I would rather read a good book than watch TV.....YES NO
6. I usually understand what I read in books.....YES NO
7. I have gotten to know some interesting people in books.....YES NO
8. I would like to hear my teacher read a story out loud every day.....YES NO
9. Reading is for learning, not for enjoyment.....YES NO
10. Money spent on books is money well-spent.....YES NO
11. Books usually aren't interesting enough to finish.....YES NO
12. There are many books I hope to read.....YES NO
13. Reading is something I can do without.....YES NO
14. A certain amount of summer vacation should be set aside for reading.....YES NO
15. When I check a book out of the library I usually don't read it.....YES NO
16. I wish I had a library full of books at home.....YES NO
17. I feel happy when I'm reading.....YES NO
18. Reading is hard work.....YES NO
19. I enjoy reading at home.....YES NO
20. I feel uncomfortable when I'm asked to read in class.....YES NO
21. I would rather look at the pictures in a book than read it.....YES NO
22. When I have free time at school I usually read a book.....YES NO

Compared to others your age, <u>how well</u> do you think you read?

_____

Compared to others your age, <u>how much</u> do you <u>like</u> to read?

_____

Compared to others your age, how much reading do you think you do?_____

APPENDIX C

A CHECKLIST OF LEARNING DISABILITY WARNING SIGNS

"A child is not necessarily learning disabled if he or she exhibits only a few of these symptoms, or demonstrates them only occasionally. However, if your child has 1) several of these symptoms, 2) the symptoms appear frequently, and 3) the symptoms do not disappear as the child matures, he or she may need testing and evaluation by a qualified professional.

BEHAVIOR PROBLEMS:
Performs differently from day to day
Responds inappropriately to situations
Shows poor judgment and lack of common sense
Restless, easily distracted
Says one thing, means another
Difficult to discipline
Does not adjust well to change
Impulsive
Does not relate well to other children
SPEECH PROBLEMS:
Immature speech habits
Late speech development
Has difficulty forming sentences and/or finding the right word
MEMORY/ATTENTION SPAN:
Unable to concentrate
Does not listen well or remember
Forgets easily
Cannot follow instructions with multiple steps
Has difficulty telling time
Has difficulty telling right from left
Has difficulty naming familiar people or things
COORDINATION PROBLEMS:
Poorly coordinated -- has difficulty with balance, hopping, skipping, catching a ball
Poor small muscle control -- has difficulty cutting-out, coloring, writing
Lack of established "handedness" -- uses either right or left hand to perform the task
Clumsy, accident-prone
READING PROBLEMS:
Cannot read or has difficulty reading
Has difficulty sounding out words
Misreads letters or puts them in incorrect order
Has trouble understanding words or concepts"

This checklist was taken from "Library Service to Children with Learning Disabilities," by Judith Rovenger in the Fall 1984, issue of The Bookmark.

APPENDIX D

WHAT CHILDREN LIKE AND DISLIKE ABOUT THE PUBLIC LIBRARY

What do you enjoy about the public library?
"It's quiet." Some of the biographies are good.
Lots of interesting books.
Studying, quiet, get away from little sister.
Only went once. Liked the way it looked -- big, lots of books.
They have different new books.
Stories and books.
All the books they have -- science and space.
Going downstairs to read on the couch.
"The good books they have."
Quiet.
Getting out books.
"You can get out different kinds of books."
You can read books there -- don't have to check them out.
The books.
"Fun." A lot of books to pick from.
The books, quiet.
"Can get any book out."
"Lots of books."
Books.
Books, decorations, "how nice the people are."
If there's a book you really want and it's not at the school -- can get "Choose Your Own Adventure."
"Getting out books and bringing them home."
"It's nice to sit down and read" and pick out books to take home.

What do you dislike about the public library?
Couldn't check anything out -- didn't have a library card.
The basement is so noisy.
You can't eat there.
Size. Real small. "Some of the books I'm looking for they don't have."
The river behind. A brother's friend fell in and drowned and a friend's brother did too.
It's too far.
"Every time I go to get one book it's never there."
"I wish there was more like real books, instead of just fiction."
"You always have to be so quiet and no one's doing anything there." Everyone's sitting around being quiet.
Can't take things out -- like new magazines.
At my level the books are too long -- would rather get a little paperback.
Not enough books -- sometimes you can't get out dictionaries.
Some libraries aren't that organized -- books are not in special sections -- books are not in order and can't find books.

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